Instructional Management System

ISEE Phase 2

Idaho State Department of Education

February 13, 2012

Students Come First Update 1/26/2012

STUDENTS COME FIRST

www.studentscomefirst.org

Students Come First is Idaho's Education Reform Effort

Focused on:

- fostering great teachers and leaders
- integrating technology in instruction
- increasing parental engagement through transparency and accountability

The goal is to establish equitable learning environments throughout the state.

Three Pillars of Students Come First

STUDENTS COME FIRST

Public Schools 2012/13 Funding Request

Superintendent Luna requested a 4.7% increase which includes:

- Movement on the salary grid for experience and education.
- An increase in salary-based apportionment by 2.38% for certified staff and 3% for classified staff to offset the adjustment.
- A 2% increase in discretionary funding.
- Fully funding Students Come First (Pay for Performance- $38.8 million additional dollars for teachers, Classroom Technology, Mobile Computing Devices and Professional Development).

Public Schools Funding 2012/13

- Superintendent Luna's request reflects no decrease in funding for teachers salaries in FY 13 and provides for an ***additional*** $38.8 million for pay for performance bonuses (5% increase in state funding for teacher compensation).
- It is estimated that 85% of teachers will earn a bonus based on state and local priorities.
- The request also reflects $4 million to fund growth in student enrollment.

Public Schools Funding 2012/13

Public Schools 2012/2013 Funding Request

- Following the recommendations from the Technology Task Force, this budget request includes $2.5 million for IT professionals in local districts to support the integration of classroom technology and laptops for teachers and high school students.
- Further details about the public schools funding request can be found at: http://educationidaho.blogspot.com/

Mobile Computing Device Deployment

The Students Come First Technology Task Force recommended, and the SDE has adopted, the following decisions for the deployment of mobile computing devices for students in in grades 9-12 the 2013-2014 school year…

Mobile Computing Device Deployment

- Deploy devices to 1/3 of students in grades 9-12 by building, rather than by specific grades within all buildings.
- Districts can choose which combination of buildings are included in request to be in the initial deployment of devices.
- A letter of interest, indicating the buildings to be included, from the district to the SDE is required to be in the first deployment.

This approach is intended to provide flexibility for districts to phase in devices for students as they see fit.

Superintendent Luna issued a memo to district leaders on Jan. 6, 2012 detailing this deployment strategy.

21st Century Classrooms

- Idaho System for Educational Excellence (ISEE)- data upload status- 276,064 students are currently in the system

- Schoolnet is currently available to all districts (error free ISEE data uploads are required for access), which includes:

  - Spring ISAT results
  - Deconstructed Common Core / Idaho standards
  - Digital content aligned to standards (March, 2012)

21st Century Classrooms

Requests for Information have been let to:

1) Identify digital content for Schoolnet
2) Identify professional development around integrating technology in instruction
3) Identify online course providers
4) Identify solutions for one-to-one mobile computing device hardware, software and deployment

More information can be found at www.studentscomefirst.org

Communication
Where to find updates and news

- SCF information booklet (high level)
- Policy guidance document (implementation tool)
- Teacher newsletter (monthly)
- Procurement opportunities

www.studentscomefirst.org

- Superintendent's Weekly e-newsletter- distributed weekly via email

Questions or more information on SCF

Camille Wells

(208)332-6817

cwells@sde.idaho.gov

ISEE Vision

"Every parent and educator will have access to the data they need to guide instruction on a daily basis and measure the academic progress of all students."

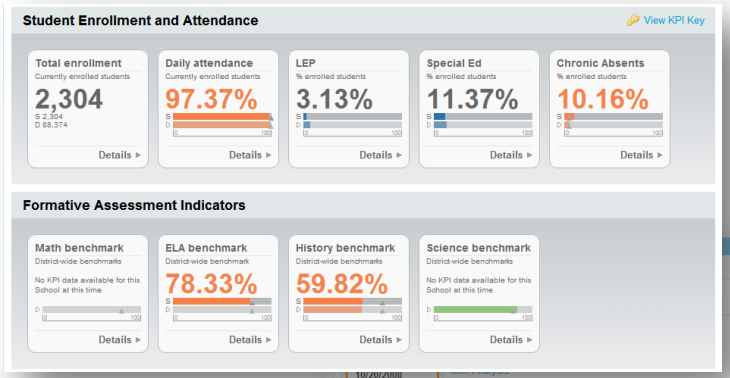
- Tom Luna

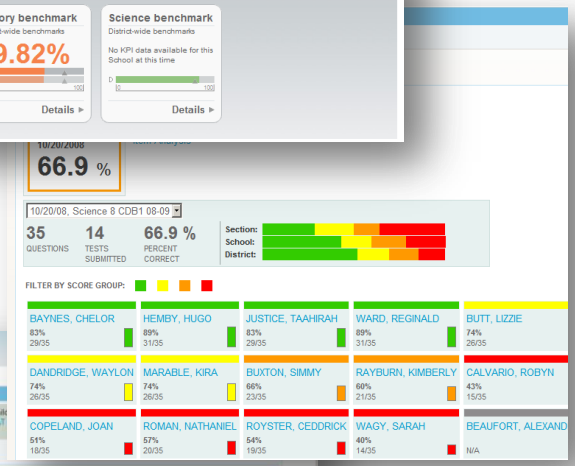
Idaho State Superintendent

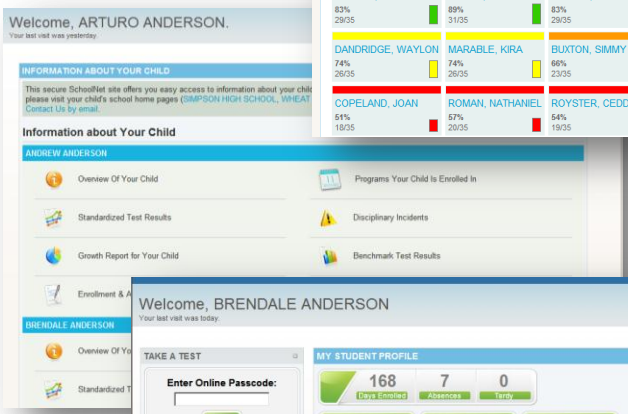
What is an Instructional Management System?

- Helps educators maximize planning and instructional time.
- Provides access to information that identifies instructional needs (down to the student level)
- Can be used to create formative assessments and real time student outcome data
- Aligns content standards, instructional resources, digital content and formative assessments
- Has the reporting capability that allows for data driven decisions

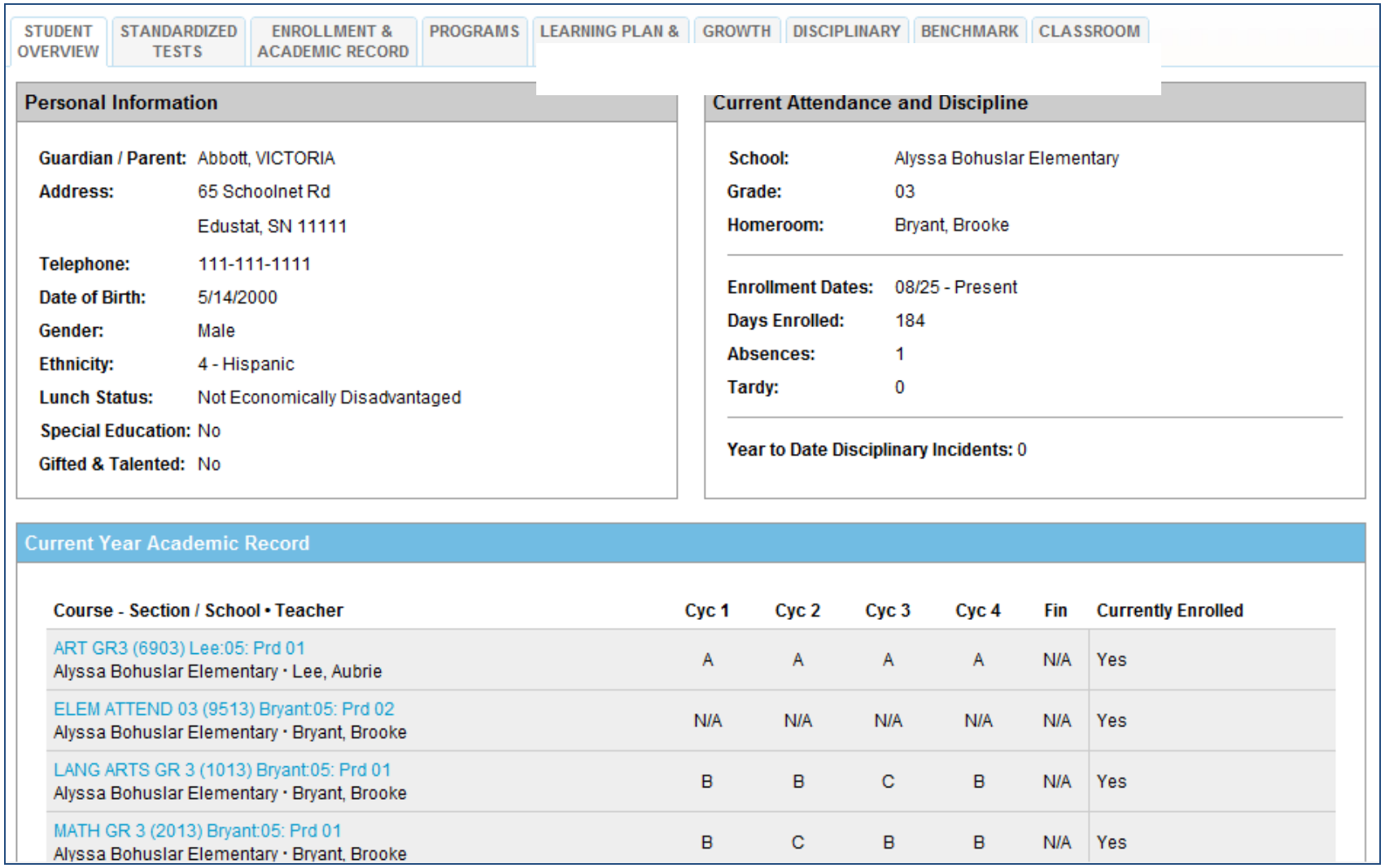
Instructional Management System







Digital Backpack



STUDENT OVERVIEW | STANDARDIZED TESTS | ENROLLMENT & ACADEMIC RECORD | PROGRAMS | LEARNING PLAN & | GROWTH | DISCIPLINARY | BENCHMARK | CLASSROOM

Personal Information

Guardian / Parent: Abbott, VICTORIA
Address: 65 Schoolnet Rd
Edustat, SN 11111
Telephone: 111-111-1111
Date of Birth: 5/14/2000
Gender: Male
Ethnicity: 4 - Hispanic
Lunch Status: Not Economically Disadvantaged
Special Education: No
Gifted & Talented: No

Current Attendance and Discipline

School: Alyssa Bohuslar Elementary
Grade: 03
Homeroom: Bryant, Brooke

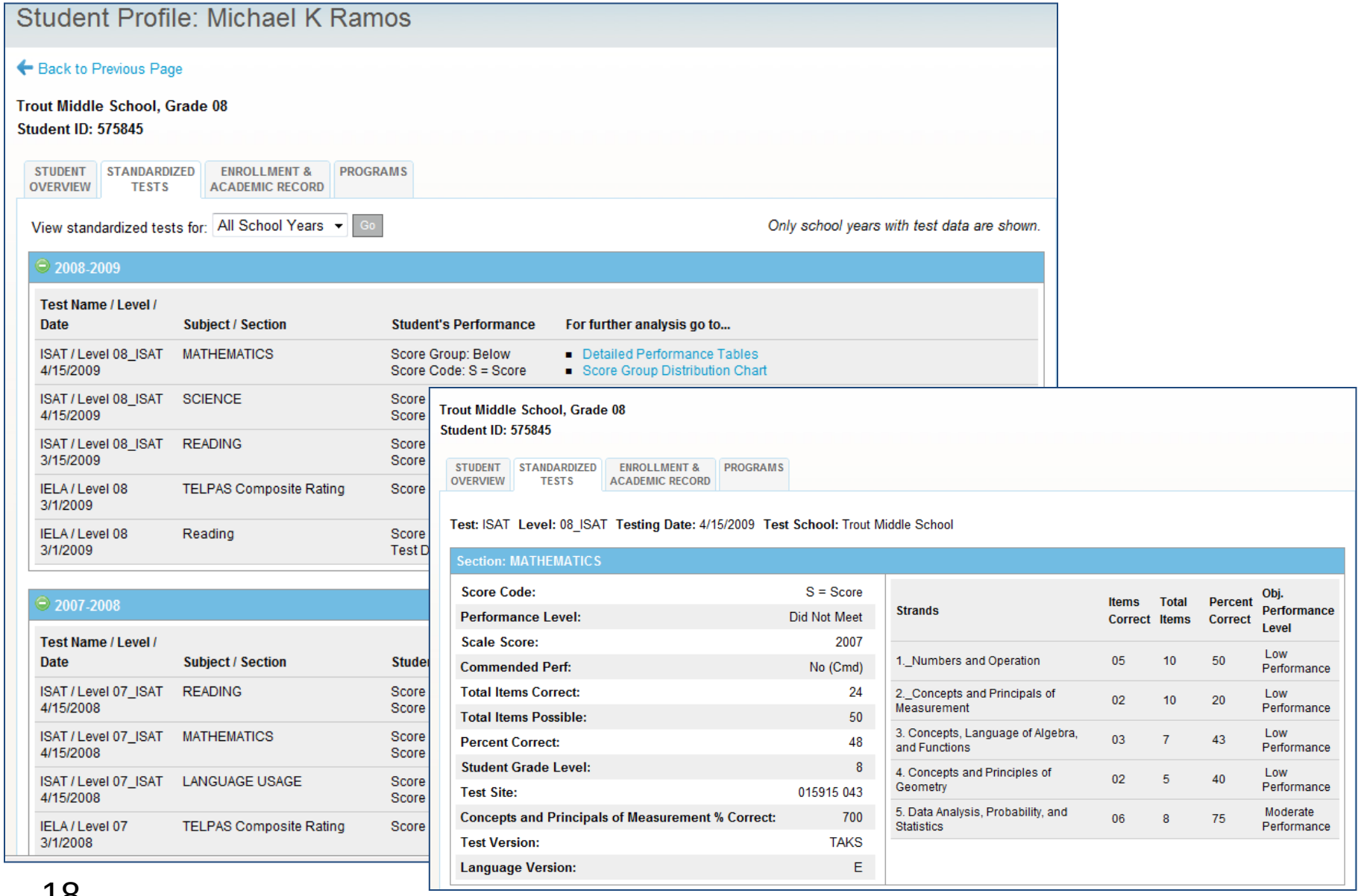
Enrollment Dates: 08/25 - Present
Days Enrolled: 184
Absences: 1
Tardy: 0

Year to Date Disciplinary Incidents: 0

Current Year Academic Record

Course - Section / School • Teacher	Cyc 1	Cyc 2	Cyc 3	Cyc 4	Fin	Currently Enrolled
ART GR3 (6903) Lee:05: Prd 01 Alyssa Bohuslar Elementary • Lee, Aubrie	A	A	A	A	N/A	Yes
ELEM ATTEND 03 (9513) Bryant:05: Prd 02 Alyssa Bohuslar Elementary • Bryant, Brooke	N/A	N/A	N/A	N/A	N/A	Yes
LANG ARTS GR 3 (1013) Bryant:05: Prd 01 Alyssa Bohuslar Elementary • Bryant, Brooke	B	B	C	B	N/A	Yes
MATH GR 3 (2013) Bryant:05: Prd 01 Alyssa Bohuslar Elementary • Bryant, Brooke	B	C	B	B	N/A	Yes

Assessment Detail



Student Profile: Michael K Ramos

Back to Previous Page

Trout Middle School, Grade 08
Student ID: 575845

STUDENT OVERVIEW | STANDARDIZED TESTS | ENROLLMENT & ACADEMIC RECORD | PROGRAMS

View standardized tests for: All School Years Go

Only school years with test data are shown.

2008-2009

Test Name / Level / Date	Subject / Section	Student's Performance	For further analysis go to...
ISAT / Level 08_ISAT 4/15/2009	MATHEMATICS	Score Group: Below Score Code: S = Score	▪ Detailed Performance Tables ▪ Score Group Distribution Chart
ISAT / Level 08_ISAT 4/15/2009	SCIENCE	Score Score	
ISAT / Level 08_ISAT 3/15/2009	READING	Score Score	
IELA / Level 08 3/1/2009	TELPAS Composite Rating	Score	
IELA / Level 08 3/1/2009	Reading	Score Test D	

2007-2008

Test Name / Level / Date	Subject / Section	Stude
ISAT / Level 07_ISAT 4/15/2008	READING	Score Score
ISAT / Level 07_ISAT 4/15/2008	MATHEMATICS	Score Score
ISAT / Level 07_ISAT 4/15/2008	LANGUAGE USAGE	Score Score
IELA / Level 07 3/1/2008	TELPAS Composite Rating	Score

Trout Middle School, Grade 08
Student ID: 575845

STUDENT OVERVIEW | STANDARDIZED TESTS | ENROLLMENT & ACADEMIC RECORD | PROGRAMS

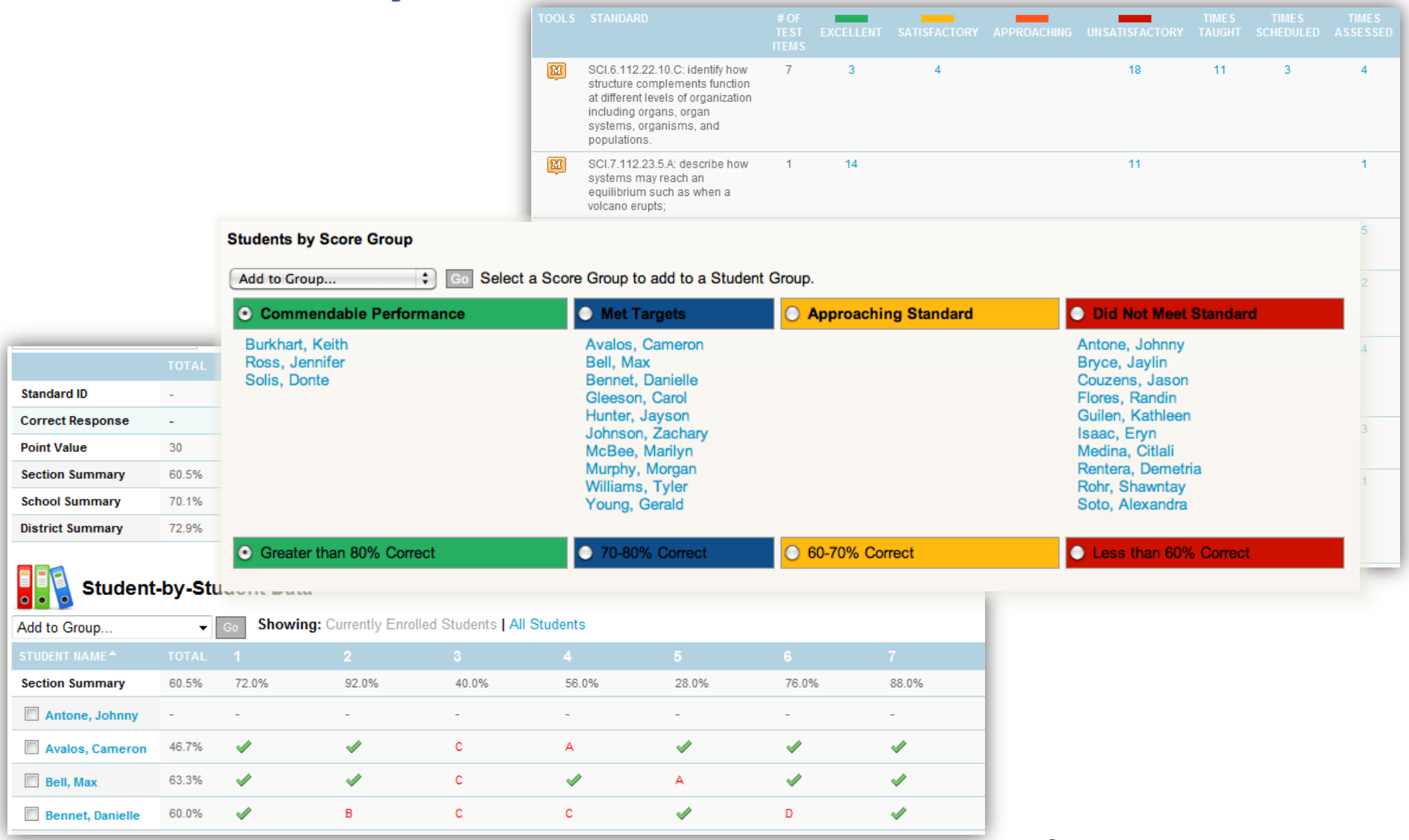
Test: ISAT **Level:** 08_ISAT **Testing Date:** 4/15/2009 **Test School:** Trout Middle School

Section: MATHEMATICS

Score Code:	S = Score
Performance Level:	Did Not Meet
Scale Score:	2007
Commended Perf:	No (Cmd)
Total Items Correct:	24
Total Items Possible:	50
Percent Correct:	48
Student Grade Level:	8
Test Site:	015915 043
Concepts and Principals of Measurement % Correct:	700
Test Version:	TAKS
Language Version:	E

Strands	Items Correct	Total Items	Percent Correct	Obj. Performance Level
1._Numbers and Operation	05	10	50	Low Performance
2._Concepts and Principals of Measurement	02	10	20	Low Performance
3. Concepts, Language of Algebra, and Functions	03	7	43	Low Performance
4. Concepts and Principles of Geometry	02	5	40	Low Performance
5. Data Analysis, Probability, and Statistics	06	8	75	Moderate Performance

Mastery reporting, differentiation, and item analysis



TOOLS	STANDARD	# OF TEST ITEMS	EXCELLENT	SATISFACTORY	APPROACHING	UNSATISFACTORY	TIMES TAUGHT	TIMES SCHEDULED	TIMES ASSESSED
M	SCI.6.112.22.10.C: identify how structure complements function at different levels of organization including organs, organ systems, organisms, and populations.	7	3	4		18	11	3	4
M	SCI.7.112.23.5.A: describe how systems may reach an equilibrium such as when a volcano erupts;	1	14			11			1

Students by Score Group

Add to Group... Go Select a Score Group to add to a Student Group.

Commendable Performance	Met Targets	Approaching Standard	Did Not Meet Standard
Burkhart, Keith	Avalos, Cameron		Antone, Johnny
Ross, Jennifer	Bell, Max		Bryce, Jaylin
Solis, Donte	Bennet, Danielle		Couzens, Jason
	Gleeson, Carol		Flores, Randin
	Hunter, Jayson		Guilen, Kathleen
	Johnson, Zachary		Isaac, Eryn
	McBee, Marilyn		Medina, Citlali
	Murphy, Morgan		Rentera, Demetria
	Williams, Tyler		Rohr, Shawntay
	Young, Gerald		Soto, Alexandra

Greater than 80% Correct	70-80% Correct	60-70% Correct	Less than 60% Correct

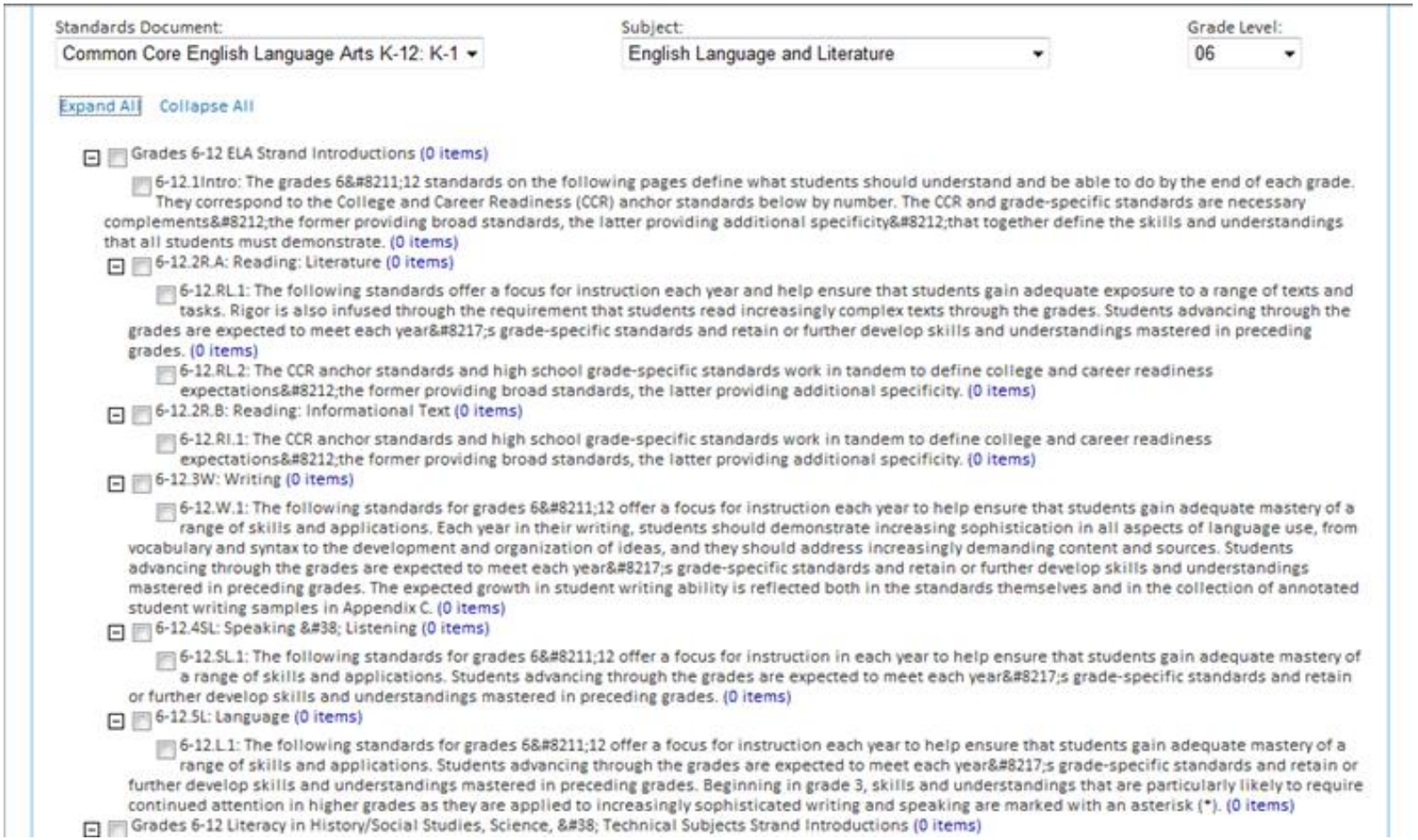
	TOTAL
Standard ID	-
Correct Response	-
Point Value	30
Section Summary	60.5%
School Summary	70.1%
District Summary	72.9%

Student-by-Stu

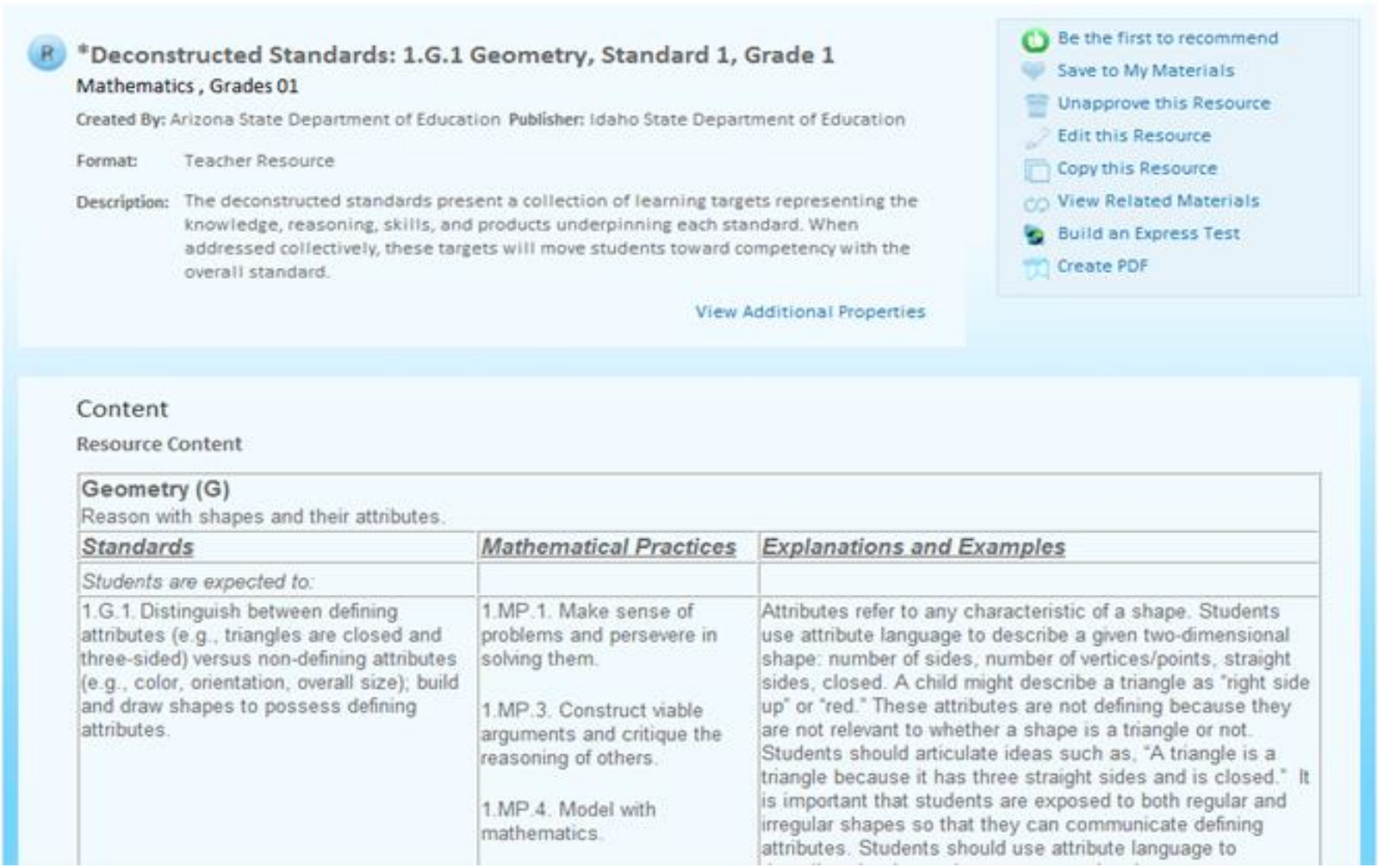
Add to Group... Go **Showing:** Currently Enrolled Students | All Students

STUDENT NAME	TOTAL	1	2	3	4	5	6	7
Section Summary	60.5%	72.0%	92.0%	40.0%	56.0%	28.0%	76.0%	88.0%
Antone, Johnny	-	-	-	-	-	-	-	-
Avalos, Cameron	46.7%	✓	✓	C	A	✓	✓	✓
Bell, Max	63.3%	✓	✓	C	✓	A	✓	✓
Bennet, Danielle	60.0%	✓	B	C	C	✓	D	✓

Standards


Standards Document:
Common Core English Language Arts K-12: K-1
Subject:
English Language and Literature
Grade Level:
06
Expand All
Collapse All
Grades 6-12 ELA Strand Introductions (0 items)
6-12.1Intro: The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. (0 items)
6-12.2R.A: Reading: Literature (0 items)
6-12.RL.1: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. (0 items)
6-12.RL.2: The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. (0 items)
6-12.2R.B: Reading: Informational Text (0 items)
6-12.RI.1: The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. (0 items)
6-12.3W: Writing (0 items)
6-12.W.1: The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C. (0 items)
6-12.4SL: Speaking & Listening (0 items)
6-12.SL.1: The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. (0 items)
6-12.5L: Language (0 items)
6-12.L.1: The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). (0 items)
Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects Strand Introductions (0 items)

Deconstructed Standards



***Deconstructed Standards: 1.G.1 Geometry, Standard 1, Grade 1**

Mathematics , Grades 01

Created By: Arizona State Department of Education **Publisher:** Idaho State Department of Education

Format: Teacher Resource

Description: The deconstructed standards present a collection of learning targets representing the knowledge, reasoning, skills, and products underpinning each standard. When addressed collectively, these targets will move students toward competency with the overall standard.

View Additional Properties

Be the first to recommend
Save to My Materials
Unapprove this Resource
Edit this Resource
Copy this Resource
View Related Materials
Build an Express Test
Create PDF

Content

Resource Content

Geometry (G) Reason with shapes and their attributes.		
Standards	***Mathematical Practices***	***Explanations and Examples***
Students are expected to:		
1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	1.MP.1. Make sense of problems and persevere in solving them. 1.MP.3. Construct viable arguments and critique the reasoning of others. 1.MP.4. Model with mathematics.	Attributes refer to any characteristic of a shape. Students use attribute language to describe a given two-dimensional shape: number of sides, number of vertices/points, straight sides, closed. A child might describe a triangle as "right side up" or "red." These attributes are not defining because they are not relevant to whether a shape is a triangle or not. Students should articulate ideas such as, "A triangle is a triangle because it has three straight sides and is closed." It is important that students are exposed to both regular and irregular shapes so that they can communicate defining attributes. Students should use attribute language to

Digital Content

Animated Hero Classics: Christopher Columbus

Type: Full Video

The Magic School Bus: Takes a Dive

Type: Full Video

Great White Shark Opening Mouth

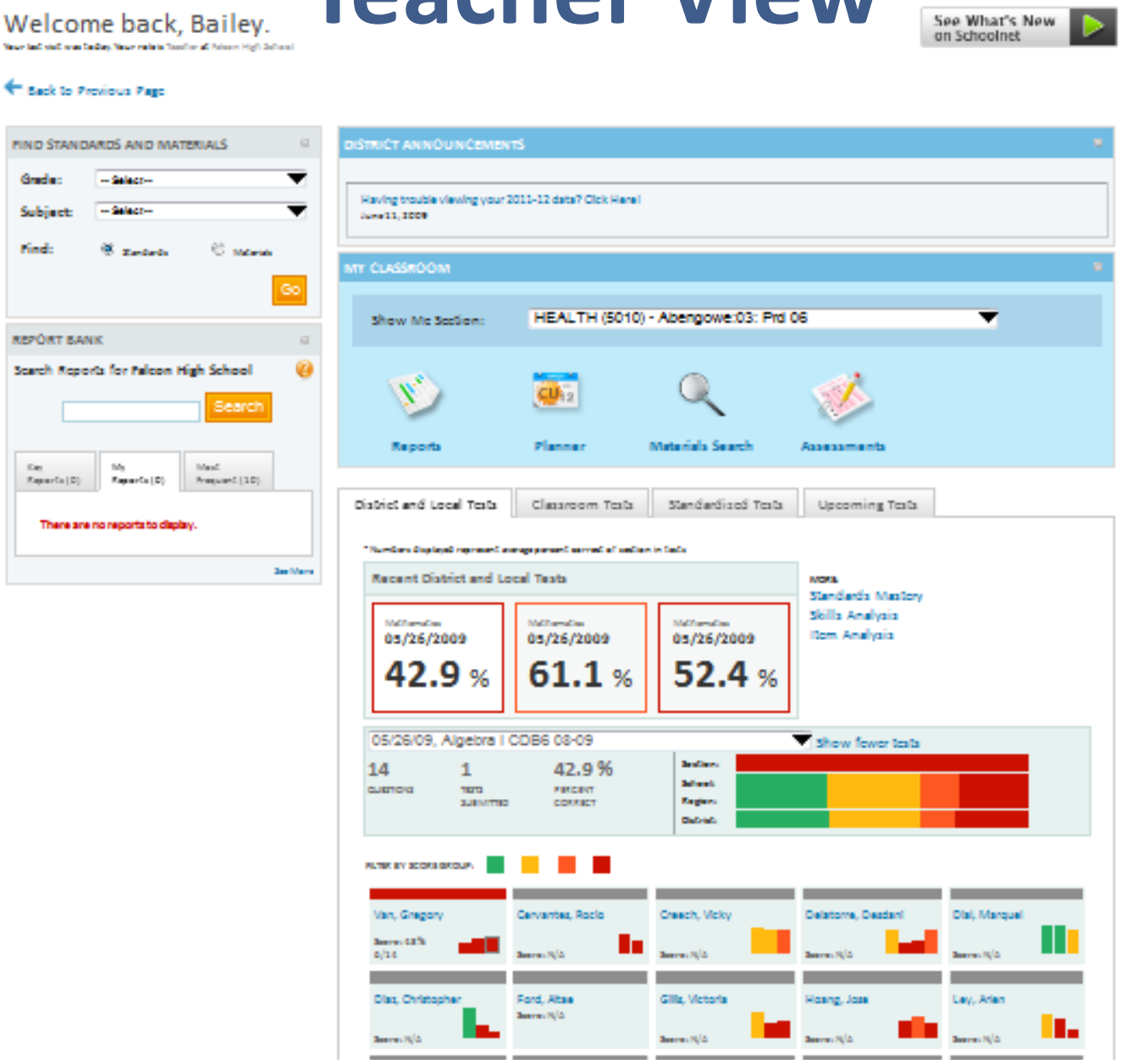
Type: Image

TEAMS: Ecosystems: Staff Development

PLANET EARTH: Pole to Pole

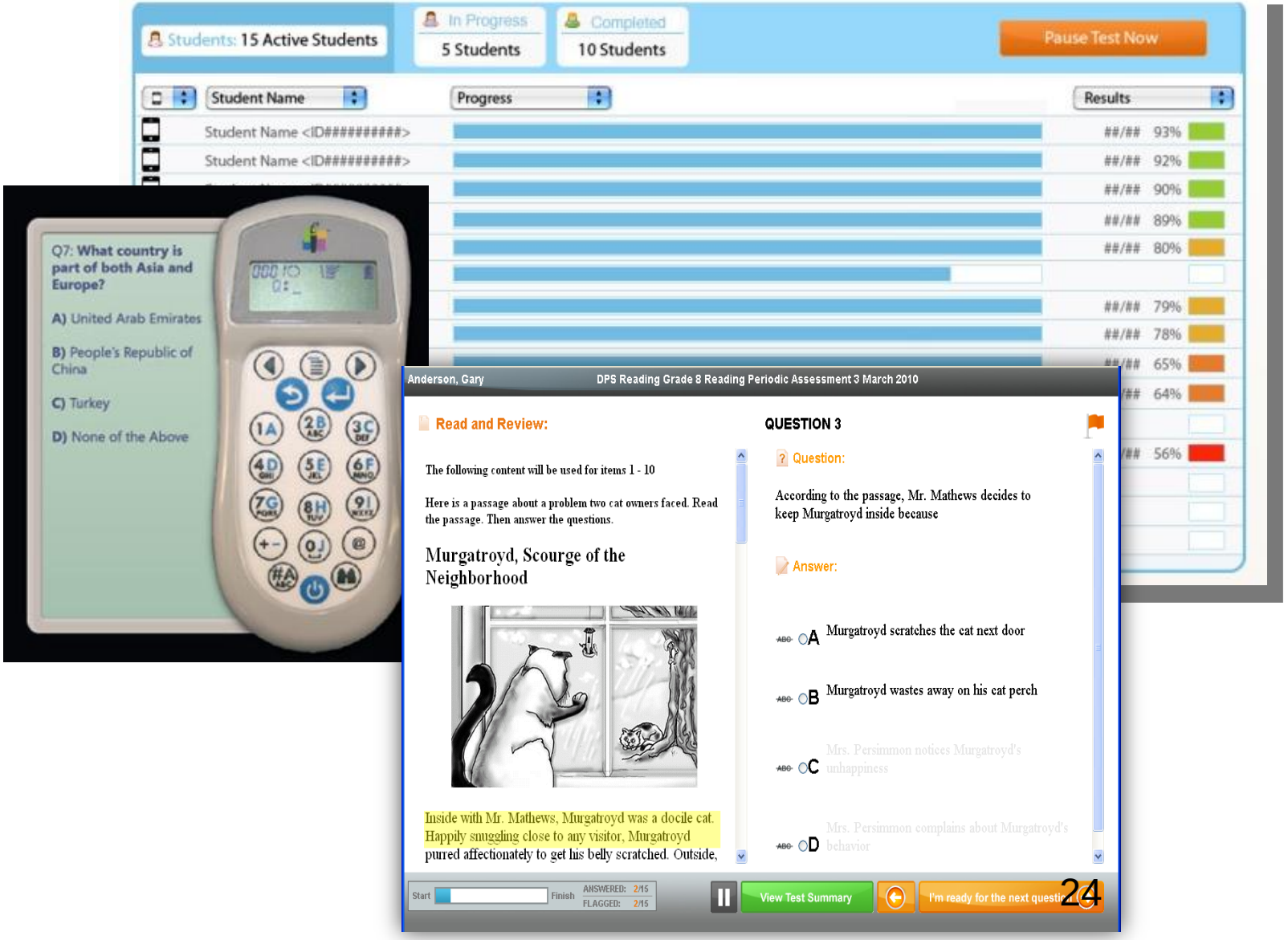
Food Smarts: MyPyramid for Kids (Spanish Version)

Teacher View



Robust Assessment Platform:

Online, Paper, Clickers, Rubrics & Express Tests



Item Analysis & Standards Mastery

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	SCI.7.112.23.5.A: describe how systems may reach an	1	14			11			1
					9	9	6	4	5
						18	6	2	2
					7	3	5	2	4
					8	12	1	3	3
						9			1

	TOTAL	1	2	3	4	5	6	7
Standard ID	-	SCI.6.112.22.10.C	SCI.6.112.22.10.C	SCI.6.112.22.10.C	SCI.6.112.22.10.C	SCI.6.112.22.10.C	SCI.7.112.23.9.A	SCI.7.112.23.9.A
Correct Response	-	C	D	A	B	D	C	B
Point Value	30	1	1	1	1	1	1	1
Section Summary	60.5%	72.0%	92.0%	40.0%	56.0%	28.0%	76.0%	88.0%
School Summary	70.1%	54.4%	86.7%	74.9%	55.3%	34.6%	78.4%	88.8%
District Summary	72.9%	71.0%	88.5%	81.9%	61.8%	38.9%	75.4%	89.4%

Student-by-Student Data

Add to Group... Go **Showing:** Currently Enrolled Students | All Students

STUDENT NAME	TOTAL	1	2	3	4	5	6	7
Section Summary	60.5%	72.0%	92.0%	40.0%	56.0%	28.0%	76.0%	88.0%
Antone, Johnny	-	-	-	-	-	-	-	-
Avalos, Cameron	46.7%	✓	✓	C	A	✓	✓	✓
Bell, Max	63.3%	✓	✓	C	✓	A	✓	✓
Bennet, Danielle	60.0%	✓	B	C	C	✓	D	✓
Bryce, Jaylin	86.7%	✓	✓	✓	✓	✓	✓	✓
Burkhart, Keith	50.0%	A	✓	✓	✓	B	B	✓
Couzens, Jason	60.0%	✓	✓	✓	A	A	✓	D
Flores, Randin	53.3%	✓	✓	C	✓	✓	D	✓
Gleeson, Carol	60.0%	A	✓	C	✓	A	✓	✓

Digital Lesson Plans

CENTRAL CITY SCHOOL DISTRICT

My SchoolNet | Outreach | Account | Align

Profiles | Analyze Sections | Planner | Materials | Student Groups | Searc

Lesson Plan

Springy Legs, Dallas ISD

Remove from My Materials

Properties

Title:	Springy Legs, Dallas ISD
Type:	Lesson Plan
Subject:	Mathematics
Grade Range:	05
Description:	Measurement//Fractions/Decimals and Estimation within the scope of 5th Grade Mathematics
Duration:	3 Days
Author(s):	Wollman, Leslie
Publisher:	SN Demo

View Additional Properties

Lesson Plan Content

Objectives

Lesson Overview

Students measure their body height and the height they can jump, use these measurements to describe (SLF), and compare their SLFs to other people's SLFs to make decisions and solve problems.

Standards Aligned to this Lesson Plan

View standards alignment from a different set of standards: TEKS

MA.5.: Number, operation, and quantitative reasoning.

MA.5.5.1: The student uses place value to represent whole numbers and decimals.

- MA.5.5.1.B: use place value to read, write, compare, and order decimals through the thousandths place.

MA.5.5.2: The student uses fractions in problem-solving situations.

- MA.5.5.2.A: generate a fraction equivalent to a given fraction such as 1/2 and 3/6 or 4/12 and 1/3;
- MA.5.5.2.D: use models to relate decimals to fractions that name tenths, hundredths, and thousandths.

Materials Linked to this Lesson Plan

Resource(s):

1. Dallas ISD, Curriculum Planning Guide (CPG) (Dallas ISD CPG_2.doc)
2. Math Matrix (Dallas ISD CPG_2[1].doc)
3. Dallas Problem-Solving Model Sample and Rubric (PS_Model_Sample_Rubric_3-5_07.pdf)

Back to Previous Page

Educator Development System

Multiple measures approach to effectiveness

Fall 2012

Statewide Overview

- Student growth reports
- Common Core Standards
- Digital Content
- Online assessment tool
- Digital Backpack/Indiv Learning Plans

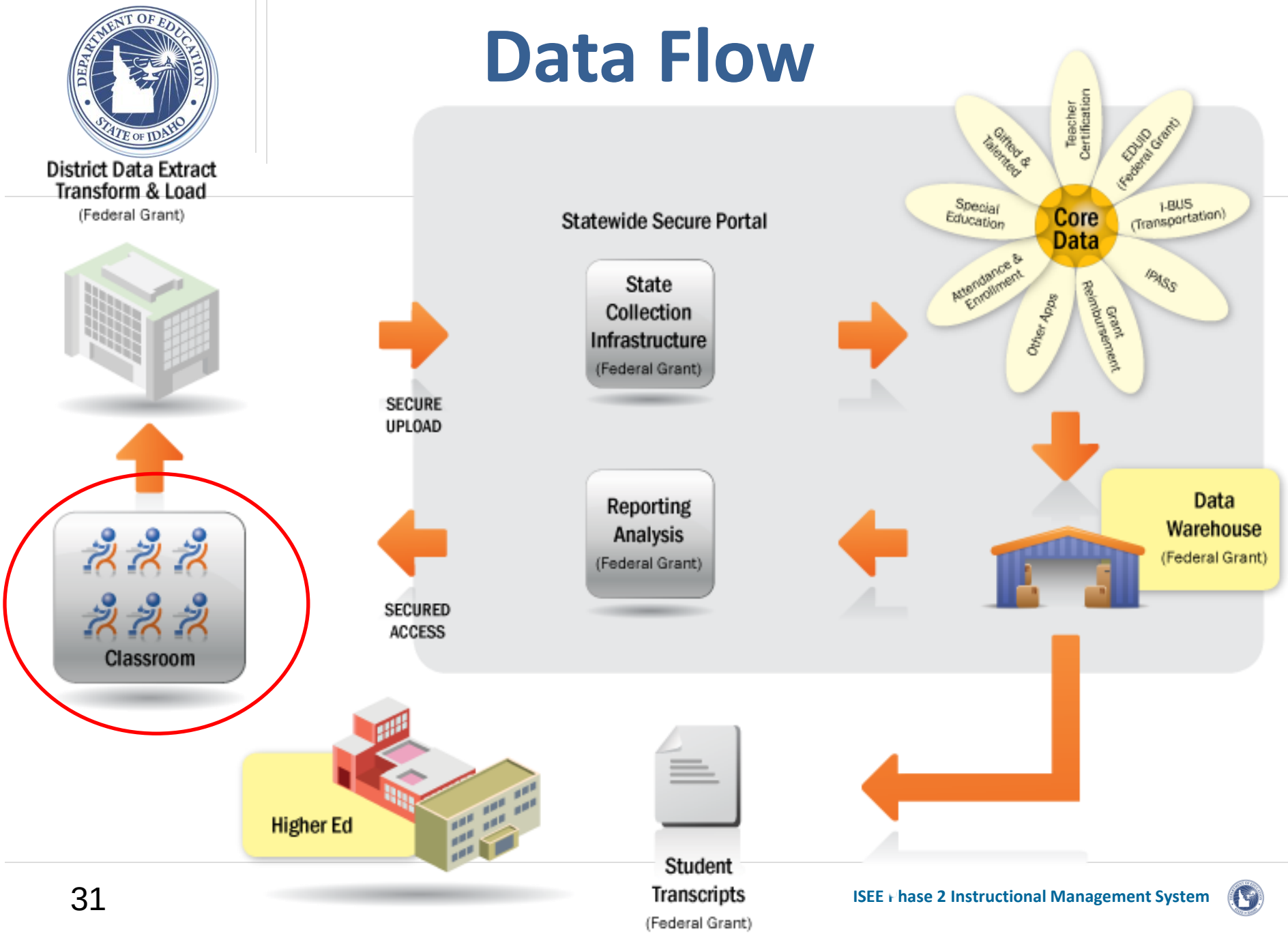
Pilots

- Online assessment management/delivery
  - Real time results
- Online curriculum management

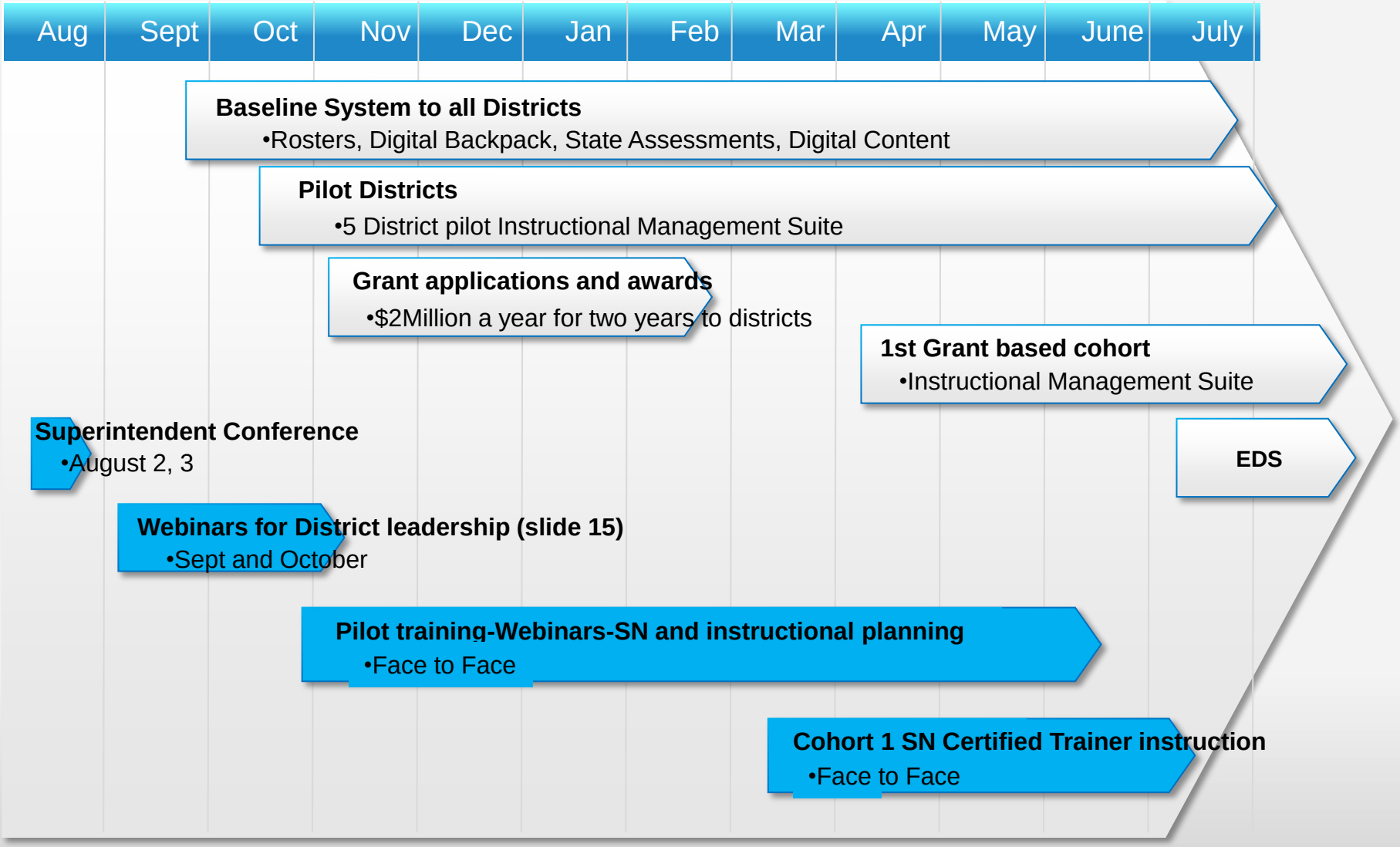
District Grants

- Two primary goals:
  - Streamline ISEE uploads
  - Integrate Schoolnet into classroom instruction
- $2 million distributed to districts for Schoolnet deployment
- 20% of Idaho Schools awarded grants each year for two years
- Awards to be announced February, 2012

Data Flow


District Data Extract
Transform & Load
(Federal Grant)
Statewide Secure Portal
State
Collection
Infrastructure
(Federal Grant)
SECURE
UPLOAD
Reporting
Analysis
(Federal Grant)
SECURED
ACCESS
Core
Data
Gifted &
Talented
Teacher
Certification
EDUID
(Federal Grant)
Special
Education
I-BUS
(Transportation)
Attendance &
Enrollment
IPASS
Other Apps
Grant
Reimbursement
Data
Warehouse
(Federal Grant)
Classroom
Higher Ed
Student
Transcripts
(Federal Grant)

2011 Deployment and PD 2012



Key: **SN Configuration** **Professional Development**

IMS/Schoolnet

Name	Email	Area
Matt McCarter	mamccarter@sde.idaho.gov	Students Come First
Rick Kennedy	rkennedy@sde.idaho.gov	ISEE Grant Coordinator
Nancy Thomas Price	nthomasprice@sde.idaho.gov	Formative and Interim Assessment Coordinator
Jacque Hyatt	jshyatt@sde.idaho.gov	PD Coordinator
Carol Scholz	csholz@sde.idaho.gov	Digital Content Coordinator
Joyce Popp	jpopp@sde.idaho.gov	IT Resource Manager
Warren Danforth	wdanforth@sde.idaho.gov	ISEE Phase 2

SDE Support	Support@sde.idaho.gov